

Students & Learning

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Students & Learning

Students Today:

- Don't fit our education system
- Radical, not incremental, change
- First generation digital native
 - Think and process info differently
 - “Natives” to technology
- Spend more time online than watching TV

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Students Today:

- 83% Home computers
- 71% Web at home
- 65% Email or IM daily
- 50% Personal web site use (MySpace, etc)
- 79% Video games
- 54% News, Weather Sports online
- 51% Graphic, photo, video, music
- 47% Personal research
- 43% Shop

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Technology Use Among Students & Educators

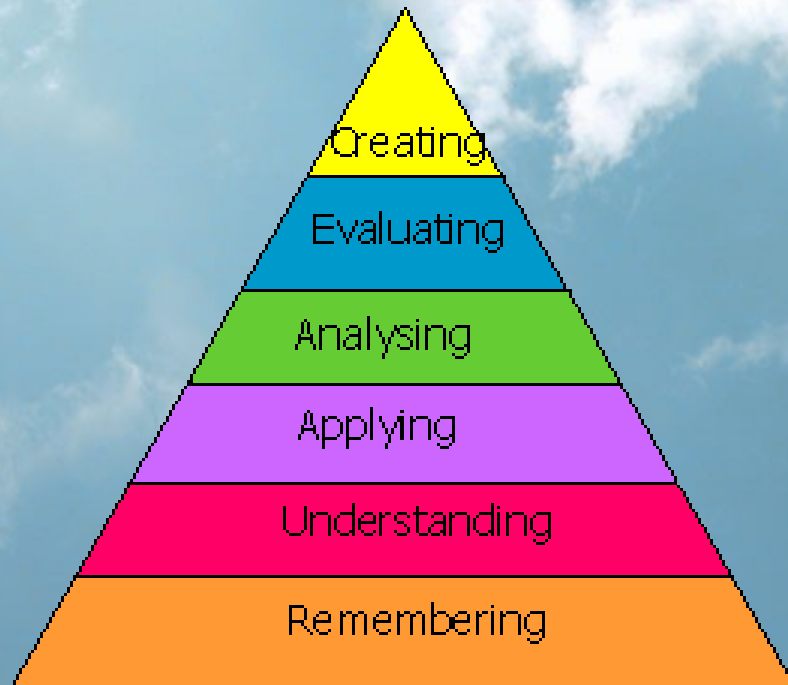
Text, p. 29, Chart

Implications for a new teacher?

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- Students know the web surprisingly well (?)
- How to leverage student web knowledge for education strategies?
- New set of aptitudes:
 - Forging relationships vs. transactions
 - Novel challenges vs. routine problems
 - “Big picture” synthesis vs component analysis

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Bloom's Revised
Taxonomy

~~ How it works ~~

Cognitive Science /
Brain-based
Learning

http://www.odu.edu/educ/roverbau/bloom/blooms_taxonomy.htm

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- Parallel Processor
- Whole physiology
- Innate search for meaning
- Search through patterning
- Emotions critical to patterning
- Processes Wholes & parts same time
- Focused attention / peripheral perception
- Conscious & unconscious
- Spatial & rote memory
- Best learning in spatial memory
- Challenge enhances/threat inhibits
- Each brain is unique

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Constructivism

- Constructs on current & past knowledge
- Think about what already is known
- New information
- Collaboration
- New understanding

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Project-based Learning

- Inquiry-based engagement w/ issues
- Long term
- Interdisciplinary
- Student-centered
- Students form learning community
- Critical thinking focus

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Connectivism

- Learning connects fields, ideas, concepts
- Learning by
 - Communities of practice
 - Personal networks
 - Work-related tasks
- Work & learning not separate
- Seeks link between individual & institutional thinking
- Know-how & know-what supplemented by know-where

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Harnessing New Technologies

- Structured approach demanded for Web
- Multiple types of resources
- Increased student engagement
- Builds information literacy
- Pliable, scalable, differentiation opportunities
- Inquiry-based, requires
 - Acquisition
 - Processing
 - Synthesis